



College of
Dental Hygienists
of Ontario

Protecting your health and your smile

Jurisprudence Education Module: **Self-Build Study Guide**

- 1** Introduction to Jurisprudence
- 2** Dental Hygienists as Regulated Health Professionals
- 3** Confidentiality and Privacy Obligations
- 4** Consent to Treatment
- 5** Recordkeeping
- 6** Conflict of Interest
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Jurisprudence Education Module: **Self-Build Study Guide**

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Introduction to the Self-Build Study Guide

The self-build study guide is an adjunct to the online Jurisprudence Education Module and will help you prepare for the Jurisprudence Education Module examination. Preparing for the examination involves more than knowing facts, figures, formulas, and definitions. To be successful, you will need to demonstrate your knowledge and ability to apply critical thinking to real-life situations. This involves more than just memorization. The self-build study guide has been designed to help you organize and process course materials so that you can increase your comprehension and your ability to think critically. The Jurisprudence Education Module is best used in combination with the Registrants' Handbook. The corresponding Chapters are listed below.

Module	Module Title	Corresponding Handbook Chapter
1	Introduction to Jurisprudence	Chapters 1 and 2
2	Dental Hygienists as Regulated Health Professionals	Chapter 3
3	Confidentiality and Privacy Obligations	Chapter 4
4	Consent to Treatment	Chapter 5
5	Recordkeeping	Chapter 6
6	Conflict of Interest	Chapter 7
7	Professional Boundaries	Chapter 8
8	Mandatory Reports	Chapter 2
9	Working for Yourself and Others	Chapters 9 and 10
10	Duties and Responsibilities of the Council	N/A

This guide is designed to encourage critical thinking similar to what will be expected of you when you complete the examination. Your completed self-build study guide will be a valuable tool to assist you in preparation for the examination. Answers to selected questions in this study guide can be found in the Appendix at the end of the guide.

The examination includes questions from each of the ten chapters in the module. These questions will come in one of three types:

1) *Knowledge*

These questions combine the ability to recall previously learned material and to understand its meaning. It includes such mental abilities as knowing and understanding definitions, facts, and principles.

2) Application

These questions will require that you apply your knowledge and learning to new or practical situations. It includes applying rules, methods, principles, and dental hygiene theories in providing care to clients.

3) Critical Thinking

These questions deal with higher-level thinking processes. You will be expected to analyze and synthesize information and to solve problems (e.g. identifying priorities of care, evaluating the effectiveness of interventions provided) as well as to identify cause-and-effect relationships, form conclusions, and make judgments concerning the needs of clients.

Upon completion of the examination, you will be provided with feedback that will indicate the question category and type. You will also be provided with a list of references such as a Registrants' Handbook chapter or Jurisprudence Education Module chapter. Refer to these references to assist you in understanding the rationales for any questions for which you gave an incorrect answer.

Chapter 1 — Introduction to Jurisprudence



Goal: To demonstrate an understanding of the legislation, regulations and bylaws governing dental hygiene practice in Ontario.



Activity 1.1 Jurisprudence

The Jurisprudence Education Module and Examination were designed by the College of Dental Hygienists of Ontario to provide information about, and assess knowledge and understanding of, the laws, regulations, bylaws, practice standards and guidelines that govern the dental hygiene profession in Ontario. Jot down as many reasons as you can think of about why it is important for you to learn and understand these matters.



Activity 1.2 Legal Obligations

Match the following documents to their purpose:

1. ____ <i>Dental Hygiene Act, 1991</i>	a. Describes requirements for contents of client charts
2. ____ <i>Regulated Health Professions Act, 1991</i>	b. Describes client conditions requiring clearance from a physician, dentist or both
3. ____ O. Reg. 218/94 Part VII – Registration	c. Describes provisions for the three classes of certificates
4. ____ Bylaw No. 5	d. Deals with the private interests and the professional responsibilities of a dental hygienist
5. ____ O. Reg. 218/94 Part III – Contraindications	e. Deals with administrative matters such as fees, elections to the College Council, composition of College committees
6. ____ O. Reg. 218/94 Part III.I – Records	f. Describes the dental hygienist’s scope of practice, the authorized acts and additional requirements for authorized acts
7. ____ O. Reg. 218/94 Part IV.I – Conflict of Interest	g. Describes the duty, role and responsibilities of the regulated health colleges
8. ____ Code of Ethics	h. Describes a set of rules or guidelines that address the principles and standards of a profession

See Appendix for answers



Activity 1.3 Hierarchy

A hierarchy is an arrangement of things according to relative importance. Rank the following in order of importance from top to bottom: Guideline, Act, Regulation, Bylaw, and Standard.

For further explanation please review [Milestones \(November 2010\)](#) p. 28.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | |



Activity 1.4 Professionalism

In your own words, define the following terms: accountability, competence, professionalism, honesty, fairness.

Accountability	
Competence	
Professionalism	
Honesty	
Fairness	



Activity 1.5 Test Your Knowledge

Read the following question and select the best answer.

Which of the following best describes the differences between a Code of Ethics and a professional misconduct regulation?

- a. Should Not vs. Must Not
- b. Goals vs. Bare Minimum
- c. Ideals vs. Law
- d. All of the above

A suggested answer to this question is found in Appendix 2 of the Registrants’ Handbook, Chapter 1, #3.

Further activities to test your knowledge and allow you to experience the type of questions you will see on the Jurisprudence Education Module Examination can be found at the end of each chapter in the [Registrants’ Handbook](#).

Chapter 2 — Dental Hygienists as Regulated Health Professionals



Goal: To demonstrate an understanding of the characteristics and role of a regulatory body and the legal responsibilities and obligations of a dental hygienist.



Activity 2.1 Characteristics of a Regulatory Body

Indicate if the following role belongs to the regulatory body (CDHO) or one of the professional associations (ODHA/CDHA).

- _____ Develops regulations and guidelines for practice
- _____ Public members are part of the decision-making process
- _____ Registration is mandatory to practise dental hygiene in Ontario
- _____ Advocates on behalf of dental hygienists
- _____ Enforces standards of practice and conduct
- _____ Offers continuing education courses

See Appendix for answers



Activity 2.2 Duty to Cooperate – True or False

Indicate if the following statements are true or false (T/F).

- _____ Providing an investigator access to client records is legal according to privacy legislation.
- _____ Dental hygienists must respond to College communications.
- _____ It is not necessary to testify at a discipline hearing when summoned by the Inquiries, Complaints and Reports Committee.
- _____ An employer's wishes take precedence over a dental hygienist's duty to cooperate with an investigator appointed by the Royal College of Dental Surgeons of Ontario.
- _____ Failure to cooperate with the College is considered professional misconduct.

See Appendix for answers



Activity 2.3 Test Your Knowledge

You have reasonable grounds to suspect that a 17-year-old mentally challenged potential client desperately needs dental hygiene care (the oral condition is quite bad). The person is clearly incapable of consenting. You have discussed the situation with the parents. The parents won't act because of their fragile financial circumstances and tell you to "drop" the matter. What should you do?

- a. Report the matter to the Public Guardian and Trustee's office (who looks after the affairs of incapable persons) under the common law (case law) duty of care.
- b. Report the matter to the Children's Aid Society under the *Child and Family Services Act*.
- c. Contact the family physician to try to talk some sense into the parents since you have implied consent to discuss the case with the client's health care team.
- d. Search for another substitute decision maker.

A suggested answer to this question is found in Appendix 2 of the Registrants' Handbook, Chapter 2, #4.

An elderly client is having severe chest pain. She cannot stop shaking long enough to put a nitro glycerine pill under her tongue. Can you help her take the pill?

- a. Yes, this is an emergency.
- b. Yes, this is a routine activity of daily living.
- c. Yes, you are not dispensing a drug, just administering it.
- d. No, this is dispensing a drug.

A suggested answer to this question is found in Appendix 2 of the Registrants' Handbook, Chapter 3, #4.



Activity 2.4 Questions to Ponder

Consider the following questions and jot down your thoughts. For additional information, please refer to the online module and Registrants' Handbook.

What controlled acts can a dental hygienist perform during an emergency?

What pain-management options are available to dental hygienists?

Describe the requirements for treating a client using nitrous oxide sedation.

Under what circumstances can a person use the title “dental hygienist”?

When are you required to participate in the Quality Assurance Program?

Who is the best person to consult with regarding a client's medical condition?

What controlled acts can a dental hygienist perform?

What are the requirements for registration as a dental hygienist in Ontario?

What is illegal practice? Why is it such a great concern?

When can dental hygienists delegate to dental hygiene students or graduates?

When must you notify the CDHO of a name or address change? Why is this important?

What are the expectations for a dental hygienist who suspects their client is being abused? How does the client's age play a role?

Is it permissible for a dental hygienist to refuse care to a client they have been seeing for several years? Why or why not?

Describe how dental hygienists participate in the CDHO Quality Assurance Program?

Further activities to test your knowledge and allow you to experience the type of questions you will see on the Jurisprudence Education Module Examination can be found at the end of each chapter in the [Registrants' Handbook](#).

Chapter 3 — Confidentiality and Privacy Obligations



Goal: To demonstrate an understanding of confidentiality, privacy and the Circle of Care Provisions.



Activity 3.1 Test Your Knowledge

1. You have called your client to reschedule an appointment. A man you don't know answers the phone. What do you do?
 - a. Leave the information with the man on the phone.
 - b. Explain you have confidential information for your client.
 - c. Ask who it is and then leave information with him.
 - d. Do not leave any information, but call back later and speak with the client.

2. The overall purpose of the ethical and legal duty to maintain confidentiality is to encourage clients to make full and frank disclosures of information with the knowledge that their personal information will be protected against unauthorized disclosure to third parties.
 - a. True
 - b. False

3. In most cases, which of the following is not an acceptable reason to release personal health care information or records?
 - a. Record of information reveals grave environmental, health or safety hazards to the public.
 - b. Reporting of certain communicable and/or infectious diseases to public health authorities.
 - c. Request for information from a media outlet.
 - d. Defense of professional misconduct complaints.

4. Generally, the authority to release information is granted by:
 - a. The client served.
 - b. A legal guardian or parent if the client has been judged competent.
 - c. The administrator or executor of a person's estate before the person becomes deceased.
 - d. The person's spouse.

5. Privacy legislation permits only those personnel directly involved in a person's care or treatment to have access to their records.
 - a. True
 - b. False

6. Disclosure to a third party, without a person's consent or court order, of information that the provider has learned within the provision of services constitutes a breach of confidentiality.
 - a. True
 - b. False

See Appendix for answers

Questions 1–6 for this module are based on questions taken from *ProProfs Quiz Maker* at <http://www.proprofs.com>.
October 13, 2016.

You are doing an initial interview of a client. Your standard history form contains questions about a client's social and sexual history. What should you do?

- a. Only ask the questions if they appear to be relevant.
- b. Have the questions removed from the form.
- c. Ask the client if it is OK to get into these areas.
- d. Ask the questions as the answers may become relevant at some point in the client's care and you may be criticized for not taking a complete history.

A suggested answer to this question is found in Appendix 2 of the Registrants' Handbook, Chapter 4, #3.



Activity 3.2 Questions to Ponder

Consider the following questions and jot down your thoughts. For additional information, please refer to the online module and Registrants' Handbook.

Under what conditions could you reveal confidential and private information about a client?

What is the age of consent in Ontario?

Who is included in a client's Circle of Care? Is consent required to share information with members in a client's Circle of Care?

Who would you need to notify if you found out there was a breach in a client's privacy (i.e. lost information on a USB key)?

Do you need to be a regulated health professional to be the custodian of health records? Why or why not?

Who can view a client's record?

List the 4 requirements for a privacy protocol.

What conditions (6) must be met to assume implied consent to collect, use or disclose personal health information within the circle of care?

Further activities to test your knowledge and allow you to experience the type of questions you will see on the Jurisprudence Education Module Examination can be found at the end of each chapter in the [Registrants' Handbook](#).

Chapter 4 — Consent to Treatment



Goal: To develop an understanding of consent to treatment and the role of a substitute decision-maker.



Activity 4.1 Elements of Informed Consent

1. ____ Nature of treatment explained	a. Expected benefits, goals of treatment, likelihood of achieving goals and timeframes fully explained
2. ____ Treatment provider identified	b. Reasonable options that may include other providers or offices
3. ____ Client understands reasons for recommendations	c. Advantages and disadvantages presented and must be recorded in the client record
4. ____ Effects, risks and side effects understood	d. Decision must be respected
5. ____ Alternatives to treatment discussed and understood	e. Use plain language and avoid assumptions that client knows what will happen next
6. ____ Consequences of declining treatment understood	f. Sensitivity to client concerns
7. ____ All questions answered	g. Reasonable explanation of the prevalence and significance of possible negative outcomes
8. ____ Consent may be withdrawn at any time	h. Information about whether a person is registered and to which profession they belong

See Appendix for answers

Review Chapter 4 of the Jurisprudence Module for further details.



Activity 4.2 Test Your Knowledge

A client can withdraw their consent

- a. at any time.
- b. only in the same form in which the consent was originally given (e.g. in writing, verbally).
- c. if it is informed.
- d. through a power of attorney for personal care.

A suggested answer to this question is found in Appendix 2 of the Registrants' Handbook, Chapter 5, #5.



Activity 4.3 Substitute Decision-Makers

Place the following substitute decision-makers in order of priority for making a decision for a client who had been deemed not capable.

- _____ Guardian of the person appointed by the courts
- _____ Access parent
- _____ Public Guardian and Trustee
- _____ Spouse or partner
- _____ Brother or sister
- _____ Any other relative
- _____ Child or custodial parent
- _____ Attorney for personal care conferred by a written document when the client was capable



Activity 4.4 Questions to Ponder

Consider the following questions and jot down your thoughts. For additional information, please refer to the online module and Registrants' Handbook.

Should you treat a client who declines an optimal treatment plan despite you having outlined the risks and benefits? Why or why not?

A client's mental condition has deteriorated, making them incompetent to give informed consent. Should you consider the client's earlier expressed wishes or act on the substitute decision-maker's instructions? Why or why not?

Are there any assessment procedures that are controlled acts?

What needs to be considered when determining if a client is capable of making decisions related to their care?

How do you determine if a child is capable of giving consent?

When can a substitute decision-maker give consent? What are the requirements to be a substitute decision-maker?

Further activities to test your knowledge and allow you to experience the type of questions you will see on the Jurisprudence Education Module Examination can be found at the end of each chapter in the [Registrants' Handbook](#).

Chapter 5 — Record Keeping



Goal: To demonstrate an understanding of the requirements for recordkeeping including the retention and disposal of records.



Activity 5.1 Scenario

You work as a restorative dental hygienist in a busy office. You follow a team approach to treatment. Typically, three clients are being treated at one time in separate operatories. Each person writes what they can. Sometimes one member of the team writes notes about what other members of the team do. You may not see the chart before it is taken away and you may not sign the record. Are you at risk for this recordkeeping approach? Why or why not?

Review Chapter 6 of the Registrants' Handbook for more information and discussion about joint records.



Activity 5.2 Test Your Knowledge

Reasonable security measures for client health records would likely include all except which one of the following?

- a. Written policies and procedures.
- b. Records will never leave the office.
- c. All staff are told they must follow the need-to-know rule.
- d. Access to records is on a need-to-know basis.

A suggested answer to this question is found in Appendix 2 of the Registrants' Handbook, Chapter 6, #4.



Activity 5.3 Questions to Ponder

Consider the following questions and jot down your thoughts. For additional information, please refer to the online module and Registrants' Handbook.

What information must be recorded in a client chart according to the Records Regulation?

Who is permitted to put entries in a client record?

What are the language requirements for client records?

Describe the proper way to include a late entry in a client record.

What is a health information custodian? What are their obligations? Who can be a health information custodian?

Describe the CDHO requirements for the retention of client records and where you can find these requirements.

Further activities to test your knowledge and allow you to experience the type of questions you will see on the Jurisprudence Education Module Examination can be found at the end of each chapter in the [Registrants' Handbook](#).

Chapter 6 — Conflict of Interest



Goal: To develop an understanding of actions that may be interpreted as a conflict of interest.



Activity 6.1 Categories of Conflict of Interest

Give examples of the following categories of conflicts of interest.

	Example
Receiving a benefit from a supplier or conferring a benefit for a referral of business	
Inducements/freebies to new clients	
Improperly using your influence or status	
Allowing your personal beliefs to interfere with professional judgment	
Dispensing a product for a profit	
Referring to an apparently arm's length organization in which the referring dental hygienist has a personal interest	
Gifts from clients unless very small	

See Appendix for answers



Activity 6.2 Questions to Ponder

What is the DORM principle?

Describe how to manage a conflict using the DORM principle.

Is it permissible to sell products to your clients and make a profit? Why or why not?

Can you give or accept a gift of nominal value for referrals to/from another health professional? Why or why not?



Activity 6.3 Test Your Knowledge – Scenario

You work in an orthodontic practice. You act as the informal office manager, at least when it comes to ordering supplies. Your employing dentist is hopeless when it comes to administrative matters and since you have taken over, supplies don't run out. One of the suppliers is really pushing for you to use expensive gold archwires. Clients who receive them are charged extra. You give it a try and they seem to work well. On a return visit in December, the supplier pushes for a larger order. He takes you out to lunch to have undisturbed time to discuss the new offerings for the next year. At the same time, he gives you a box of chocolates and a fine silk shawl from Holt Renfrew as a "Christmas present". Is there a conflict?

A discussion of this scenario can be found in Appendix 2 of the Registrants' Handbook, Chapter 7.1.

Further scenarios to test your knowledge can be found in Chapter 7 of the [Registrants' Handbook](#).

Chapter 7 — Professional Boundaries



Goal: To learn about boundary crossings and the importance of maintaining professional relationships with your clients and others.



Activity 7.1 Scenario

You volunteer once every two weeks at a community clinic that serves new immigrant women and their children. You have spent some time assisting Felicia and she has shared with you some of the terrible things that have happened in her life, and you know she has virtually no money. She asks you if she could clean your house. In fact, you are looking for a house cleaning service and would be pleased to pay her generously. Is there a problem?

A discussion of this scenario can be found in Appendix 2 of the Registrants' Handbook, Chapter 8.1.



Activity 7.2 Test Your Knowledge

What is the concern about a boundary crossing?

- a. It interferes with your professional judgment.
- b. It undermines your client's ability to maintain a therapeutic relationship with you.
- c. It can confuse your client.
- d. It can confuse other clients who observe it.

A suggested answer to this question is found in Appendix 2 of the Registrants' Handbook, Chapter 8, #3.



Activity 7.3 Questions to Ponder

Consider the following questions and jot down your thoughts. For additional information, please refer to the online module and Registrants' Handbook.

What concerns would you have about meeting a client or their representative outside of the office?

Can you treat a client with whom you are having an intimate relationship?

Why is it important to be aware of professional boundaries?

What is the risk in boundary crossings to a) you, b) your clients, and c) observers of the relationship?

How is sexual abuse defined in the RHPA and how does this relate to the current CDHO position on the treatment of spouses?

What steps should you take if you learn of a regulated health practitioner treating their spouse?

Further activities to test your knowledge and allow you to experience the type of questions you will see on the Jurisprudence Education Module Examination can be found at the end of each chapter in the [Registrants' Handbook](#).

Chapter 8 — Mandatory Reports



Goal: To develop an understanding of your obligations under the mandatory reporting requirements.



Activity 8.1

What legislation/legal authority or authorities govern what must be reported and who must receive the reports?

Place the following into the table below regarding mandatory reporting. Items may be used more than once.

- ⇒ *Sexual relations, touching, behaviour or remarks of a sexual nature*
- ⇒ *Professional misconduct, incompetence or incapacity of a registered health practitioner*
- ⇒ *Director of Nursing Homes*
- ⇒ *Resident has suffered or may suffer harm as a result of unlawful conduct, improper or incompetent treatment or care or neglect*
- ⇒ *Appropriate authority (i.e. police, intended victim)*
- ⇒ *An identifiable person or group is at a substantial risk of serious harm or death from another person*
- ⇒ *Registrar of the College to which the practitioner belongs*
- ⇒ *Child is in need of protection*

Legislation / Legal Authority	What must be reported	Report is made to
<i>Regulated Health Professions Act</i>		
<i>Child and Family Services Act</i>		
<i>Nursing Homes Act</i>		
Case law “duty to warn”		



Activity 8.2 Test Your Knowledge

In the course of providing treatment to one of your long-time clients, she reveals that her physiotherapist made sexual comments to her that she felt were inappropriate given the nature of the treatment she had been receiving. Upon hearing the comments, you agree with your client's assessment of the situation. What should you do?

- a. Report the practitioner to the Registrar of the College of Physiotherapists of Ontario with all the details including the client file.
- b. With the client's written consent, report the practitioner to the Registrar of the College of Dental Hygienists of Ontario.
- c. Report the physiotherapist to the Registrar of the College of Physiotherapists of Ontario leaving out the client's name unless you have the client's consent.
- d. Report the physiotherapist to the Registrar of the College of Dental Hygienists of Ontario. There is no need to gain the client's consent as this is a mandatory report.

Review Chapter 2 of the Registrants' handbook to learn more about Mandatory Reporting requirements.



Activity 8.3 Questions to Ponder

Consider the following questions and jot down your thoughts. For additional information, please refer to the online module and Registrants' Handbook.

When must a mandatory report be filed?

What information should be contained in a mandatory report?

What are some of the possible consequences for failing to make a mandatory report?

What legislation/legal authority or authorities govern what must be reported? Who must receive the reports?

Further activities to test your knowledge and allow you to experience the type of questions you will see on the Jurisprudence Education Module Examination can be found at the end of each chapter in the [Registrants' Handbook](#).

Chapter 9 — Working for Yourself and Others



Goal: To develop an understanding of regulatory issues in the workplace.



Activity 9.1 Scenario

Your client arrives for his appointment and a review of his medical history reveals that he has developed unstable angina since his last appointment and had a heart attack about a month ago. The plan for this visit was for deep scaling with local anaesthetic (it was scheduled before the heart attack). You conclude after your assessment that this may not be an appropriate approach for this client given his heart condition. You try to raise the issue with your employer dentist, but she cuts you off, says that her research suggests there is no risk and demands that the procedure be performed today. What should you do?



Activity 9.2 Test Your Knowledge

Poor communication can lead to which of the following?

- a. Less than ideal results
- b. A complaint to the College
- c. A lawsuit
- d. Losing clients

A suggested answer to this question is found in Appendix 2 of the Registrants' Handbook, Chapter 9, #3.

A client has a 20 percent co-payment. The client tells you they cannot afford to pay that much and asks you to waive the fee. Should you:

- a. Agree to the proposal.
- b. Refuse the proposal because it is dishonest.
- c. Suggest that you will speak with their insurer, but if no exception can be made, will permit them to pay over time.
- d. Tell the client you will send them an account for the deductible but that you will not try to collect it.

A suggested answer to this question is found in Appendix 2 of the Registrants' Handbook, Chapter 10, #3.



Activity 9.3 Questions to Ponder

Consider the following questions and jot down your thoughts. For additional information, please refer to the online module and Registrants' Handbook.

You notice an error in a client's bill. What steps should you take to correct this error?

The receptionist completes and submits insurance claim forms for services provided to your clients. Are you responsible for the accuracy of the claims? Why or why not?

Do you need to notify your clients prior to relocating or retiring? Why or why not?

You have never learned how to use a laser for debridement even though it is in your scope of practice. Your employer asks you to perform debridement on a client using a laser. What do you do?

What is the role of the following organizations?

Ontario Ministry of Labour

Professional Organizations (Ontario or Canadian Dental Hygienists Association)

Further activities to test your knowledge and allow you to experience the type of questions you will see on the Jurisprudence Education Module Examination can be found at the end of each chapter in the [Registrants' Handbook](#).

Chapter 10 — Duties and Responsibilities of the Council



Goal: To develop an understanding of the role of Council and its committees.



Activity 10.1 Council and its Members

Mark the following statements as true or false:

- _____ The Council of the College of Dental Hygienists of Ontario is comprised of members of the public, professional members and academic representatives.
- _____ Public members are appointed by the CDHO Registrar.
- _____ Professional members must be practising to sit on Council.
- _____ Academic members are not permitted to vote on Council matters.
- _____ College staff makes all final policy decisions.

See Appendix for answers



Activity 10.2 Complaint Process

Place the following steps in the complaint process in the correct order.

- _____ Provide copy of response to complainant
- _____ Decision made
- _____ Notice of complaint provided to registrant who has 30 days to respond
- _____ Formal complaint received
- _____ Reason provided for decision
- _____ Investigator may be appointed
- _____ Committee reviews all documents and submissions along with the investigation report

See Appendix for answers



Activity 10.3 Committee Roles

Match the following committees to their roles

1. ____ Executive Committee	a. Monitors continuing competency and the provision of safe, effective evidence-based care.
2. ____ Registration Committee	b. Investigates matters relating to professional misconduct, incompetence and incapacity.
3. ____ Inquiries, Complaints and Reports Committee	c. Reviews nature of registrant’s condition (i.e. illness or addiction) prior to decisions related to practice suitability.
4. ____ Discipline Committee	d. Reviews courses of study and past conduct to determine suitability to practise.
5. ____ Fitness to Practise Committee	e. Formal hearing to determine a registrant’s guilt related to professional misconduct or incompetence.
6. ____ Quality Assurance Committee	f. Policy development and ministerial responses between Council meetings.
7. ____ Patient Relations Committee	g. Provides education information about oral health and the role of the College.

See Appendix for answers

Consider the following question and jot down your thoughts. For additional information, please refer to the online module and Registrants’ Handbook.

The College of Dental Hygienists of Ontario regulates the practice of dental hygiene in the interest of the overall health and safety of the public of Ontario. How does each Committee contribute to the protection of the public?

Further activities to test your knowledge and allow you to experience the type of questions you will see on the Jurisprudence Education Module Examination can be found at the end of each chapter in the [Registrants’ Handbook](#).

Appendix

Answers to selected activities

-  **Activity 1.2** 1f, 2g, 3c, 4e, 5b, 6a, 7d, 8h
-  **Activity 2.1** CDHO, CDHO, CDHO, ODHA/CDHA, CDHO, ODHA/CDHA
-  **Activity 2.2** T, T, F, F, T
-  **Activity 3.1** 1d, 2a, 3c, 4a, 5a, 6a
-  **Activity 4.1** 1e, 2h, 3a, 4g, 5b, 6c, 7f, 8d
-  **Activity 4.3** 1, 5, 8, 3, 6, 7, 4, 2
-  **Activity 10.1** T, F, F, F, F
-  **Activity 10.2** 4, 7, 3, 1, 6, 2, 5
-  **Activity 10.3** 1f, 2d, 3b, 4e, 5c, 6a, 7g